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ABSTRACT

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preservice and inservice preparation of teachers and other occupational trainers in all occupational areas. This module contains four learning experiences that are designed to help teachers/student teachers to acquire skill in working with the people who are responsible for providing the on-the-job instruction for students in a cooperative work-experience program and developing the instructional effectiveness of these personnel. Each learning experience contains an objective, several activities, information sheets, resource lists, and a self-check with model answers. The final learning experience requires the teacher/student teacher to demonstrate competency in applying the material of the module in an actual teaching situation. (KC)

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MODULE J-6

Develop the Training Ability of On-the-Job Instructors

Second Edition

Module J-6 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center / Athens GA 30602

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri–Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri–Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) had been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Sylvia Conine for typesetting; to Marilyn MacMillan for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

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- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
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- Conducting leadership development and training programs.

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MODULE

J-6

Develop the Training Ability of On-the-Job Instructors

Second Edition

Module J-6 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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INTRODUCTION

The effectiveness of a cooperative vocational education program depends in part on the nature of the learning opportunities provided by business and industry. The quality of the on-the-job instruction received by the student has a direct bearing upon the following:

- Student's ability to perform the tasks involved on the job
- Student's attitude toward the job and the on-the-job instructor
- Willingness of the employer to continue to provide a training station
- Relevancy of in-school learning to on-the-job experiences
- Student's ability to secure and maintain employment after graduation

With so much at stake, the importance of the on-the-job instructor becomes very evident. For the most part, employers and on-the-job instructors are not experienced in formal teaching. However, they are accustomed to giving directions and/or supervising employees.

As a teacher-coordinator of a co-op program, you must be prepared to assist on-the-job instructors, as well as other training station personnel, in understanding and executing their educational role.

The purpose of this module is to prepare you to work with the people who are responsible for providing the on-the-job instruction for students in a co-op program. It is designed to give you skill in developing the instructional effectiveness of these on-the-job training personnel.

ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as a teacher-coordinator in an actual teaching situation, develop the training ability of on-the-job instructors. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for developing the training ability of on-the-job instructors (*Learning Experience I*).
2. Given a case script of a teacher-coordinator conferring with a cooperating employer, critique the performance of that teacher-coordinator (*Learning Experience II*).
3. Given a case script of a teacher-coordinator conferring with an on-the-job instructor and a student who has an instructional problem, critique the performance of that teacher-coordinator in developing the training ability of the instructor (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Establish Guidelines for Your Cooperative Vocational Program,* Module J-1

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: New York State Education Department, Bureau of Adult Occupational Education Curriculum Development. *Handbook for Teachers of Adult Occupational Education.* Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1977.

Videotape: Richardson, Donald, and Beall, Charles, "Sponsor Development," from the series, *Coordinating Techniques,* Colorado State Board for Community Colleges and Occupational Education, Colorado State University, Department of Vocational Education, Fort Collins, Colorado, 1976.

Videotape equipment to use in viewing the videotape on sponsor development.

Learning Experience II

Optional

A teacher-coordinator, experienced in working with training station personnel, whom you can observe conducting a conference with such personnel.

Learning Experience III

No outside resources

Learning Experience IV

Required

An actual teaching situation in which, as part of your duties as a teacher-coordinator, you can develop the training ability of on-the-job instructors.

A resource person to assess your competency in developing the training ability of on-the-job instructors.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of the modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program that were developed as part of a project at Michigan State University is available from AAVIM.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the techniques and procedures for developing the training ability of on-the-job instructors.

You will be reading the information sheet, Developing the Training Ability of On-the-Job Instructors, pp. 6–9.

You may wish to review the following supplementary reference: *Handbook for Teachers of Adult Occupational Education.*

You may wish to view the following videotape: "Sponsor Development."

You will be demonstrating knowledge of the techniques and procedures for developing the training ability of on-the-job instructors by completing the Self-Check, pp. 10–12.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 13.

Activity 1

As a teacher-coordinator, you will be responsible for working with the students' on-the-job instructors to develop their ability as educators. For information concerning (1) the role of on-the-job instructors, (2) the need for developing their training ability, and (3) the methods and techniques that you can use to develop that ability, read the following information sheet.

DEVELOPING THE TRAINING ABILITY OF ON-THE-JOB INSTRUCTORS

The person who employs a student enrolled in a co-op program is responsible for working with you in appointing someone to act as the student's on-the-job instructor. Once such a person is appointed, it is your responsibility to assist the on-the-job instructor in becoming an effective educator.

Initially, you should set up a conference to meet with the employer, the on-the-job instructor, and other appropriate training station personnel. During this conference, you can acquaint them with the co-op program, emphasizing the **training** status of the student. At this point, it is important to stress the benefits of following the training plan when working with the student.[1]

The employer should already be aware of this training plan as a result of earlier conferences in which you (or another teacher-coordinator) convinced him or her to provide a training station. Therefore, you may decide to ask the employer to help you in orienting the on-the-job instructor and other personnel. This usually is a good strategy because it helps involve the employer more directly in the program and because the information may carry more weight with the employees if it comes from their employer.

1. To gain skill in developing a training plan, you may wish to refer to Module J-5, *Place Co-op Students on the Job*.

During the conference, you should encourage training station personnel to discuss any questions they may have related to the student's training. All concerns should be addressed at this time so that everyone involved will be able to work together to provide the student with an effective training experience.

Following this initial conference, you need to meet with the on-the-job instructor to advise him or her of the crucial role he or she plays in the cooperative training program. The on-the-job instructor needs to know that he or she has the following responsibilities:

- Working cooperatively with you, the teacher-coordinator
- Staying informed about what related instruction is being provided in the classroom
- Teaching specific job skills and technical information to the student
- Providing the student with "learn-by-doing" experiences
- Emphasizing to the student the need for such qualities as responsibility and dependability
- Relating well to the student
- Helping the student develop a mature attitude toward employment
- Following the training plan

In subsequent visits to the training station, you will have additional opportunities to assist the on-the-job instructor in developing his or her training ability. Specifically, you can meet with the on-the-job instructor to do the following:

- Involve the on-the-job instructor in helping you to develop the student's training plan.
- Determine teaching materials needed by the on-the-job instructor. Develop these materials for him or her, or assist the instructor in developing needed materials.
- Interpret relevant school policies, regulations, and schedules to the on-the-job instructor.
- Suggest training experiences needed by the student based on your on-the-job observations or feedback obtained during related instruction.

Throughout these meetings you need to be especially careful to present yourself to training station personnel as a **resource person**. Your function is to work **with** these people and with the student to resolve concerns related to student instruction on the job. You need to guard against appearing to tell training station personnel what to do.

One key to helping on-the-job instructors improve their training ability is to identify the **specific** needs. In the case of new on-the-job instructors with little or no experience or preparation in teaching, you may wish to conduct a workshop or several orientation meetings to prepare them for instructing and supervising students on the job.

In the case of more experienced on-the-job instructors, you can identify the kind of specific help they need by evaluating the quality of the on-the-job training received by your students. Such evaluations may indicate that several on-the-job instructors have similar needs that might best be met through a workshop. Other individual needs may be identified that can best be met through a one-to-one conference between you and the instructor during a coordination visit.

You have several sources of feedback that can be used in evaluating the on-the-job training received by students: direct observations, on-the-job training reports, and follow-up studies.

Direct **observations** of the on-the-job instructor's training skills can be made during your regular coordination visits. Through such observations, you may discover that help is needed with instructional techniques, such as demonstrating a manipulative skill.

By examining on-the-job **training reports**, you may find that a student is consistently unable to figure out what the supervisor expects him to do or that a student is not meeting the performance objectives. In either case, this lack may be due to some instructional or supervisory weakness on the part of the on-the-job instructor.

Reviewing **follow-up studies** of graduates can also provide information on the needs of on-the-job instructors. Graduates are generally better able to discuss their training program **after** they have completed it and are employed; they can be more objective when there are no grades involved. In addition, they can think back and identify strengths and shortcomings of the program based on how well prepared they were for their present positions.

By gathering feedback from these sources and through conferences with students and on-the-job instructors, you should be able to readily identify the instructors' individual and group needs.

If you determine that several on-the-job instructors require assistance in the same area, you can plan one or more workshop sessions for them. The purposes of each session need to be clearly identified in order to promote instructor interest and to help focus attention directly upon their needs. Keep in mind that these instructors cannot be required to attend the workshops, especially those held outside company time. If you decide to hold a workshop, you also need to motivate instructors to attend.

In addition, if you ask instructors to give up some of their free time, it is essential that each session be well planned, to the point, and geared to provide them with a sense of accomplishment. Workshop sessions that are inadequately planned or that fail to meet the needs of the on-the-job instructors will soon cause lack of interest on their part.

The time at which the workshop is to be held has to be carefully planned. You may find it beneficial to ask the employer in advance to help you identify the best time for the workshop. Seeking the employer's advice will help you maintain a good working relationship with him/her and may encourage the employer to provide time for personnel to attend. You may also find that involving the employer in planning the workshop may help to ensure its success.

When planning a workshop, you should select the content to be covered based on the workshop purposes. When appropriate, you should bring in resource persons to make presentations. In addition, you should select instructional materials that focus directly on the topic at hand.

One excellent workshop topic is "How to Teach." Most on-the-job instructors are highly competent in their own occupations. However, some may find it difficult to teach others to do what they do. There is sometimes a tendency for on-the-job instructors to assume that a student should be able to perform a task after having been told and shown how to do it **once**.

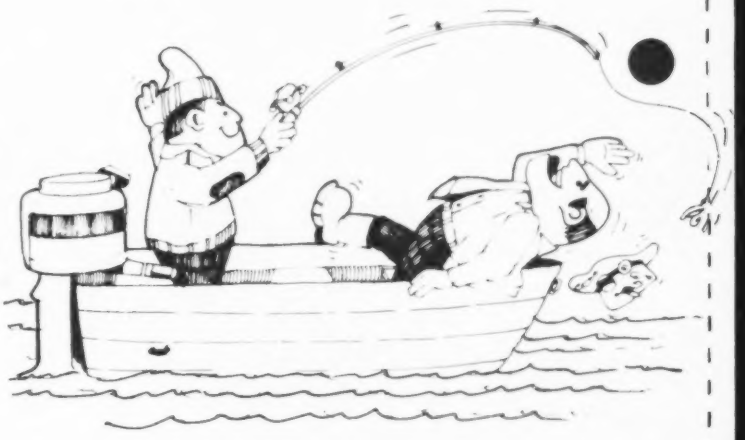
Better instruction for students will result if you prepare on-the-job instructors in methods of analyzing the tasks to be taught. You could then prepare instructors to use the following four steps when instructing students.[2]

Step 1—Preparing the Learner

- Put the learner at ease.
- Find out what the learner already knows about the lesson at hand.
- Get the learner interested in learning the lesson.
- Place the learner in the correct position to receive instruction.

Step 2—Presenting the Lesson

- Follow the lesson plan.
- Tell, show, illustrate, and question carefully and patiently.
- Stress key points.
- Instruct clearly and completely, covering one point at a time—but no more than can be mastered.



Step 3—Application or Tryout

- Test the learner by having him/her present the lesson.
- Have the learner tell and show you.
- Have the learner explain key points of the lesson.
- Ask questions and correct errors.
- Continue until you know that the learner knows.

2. Material on the four-step method is adapted from *Handbook for Trade and Extension Teachers* (Columbus, OH: Instructional Materials Laboratory, Vocational and Technical Education, The Ohio State University, 1964), pp. 25–28.

Step 4—Checking, Testing, and Follow-Up

- Put the learner on his/her own.
- Check progress frequently.
- Designate to whom the learner should go for help.
- Encourage questions.
- Get the learner to look for key points as he/she progresses.
- Taper off extra coaching and close follow-up.

This four-step teaching method is straightforward and is often the most appropriate technique for use with on-the-job instructors. By using this method, they can do a more effective job of training students.

Activities that require the on-the-job instructors to complete written tests, to solve case study problems, and to participate in simulations can be an integral part of the workshop. Feedback from such activities can help you assess the instructors' progress and aid you in planning for further sessions.

The number of training sessions needed will vary according to the needs and desires of the on-the-job instructors. Some of them may need only one or two sessions, while others may desire and/or need more help. It is probably safe to assume that sessions are needed as long as the group has an interest in learning and can suggest topics that they would like to cover.

Once the on-the-job instructors have completed the training sessions, any additional activities conducted to improve on-the-job instruction should be in response to **individual** needs. These needs may have been identified by the on-the-job instructors or by you, using the various evaluative methods for determining the quality of on-the-job instruction. You can then provide assistance to individual on-the-job instructors during coordination visits.

On-the-job instructors should be encouraged to discuss any concerns they may have as part of their training roles. Your task is to suggest alternative ways of handling these concerns or to provide information that will help the on-the-job instructors resolve their concerns.

You and each on-the-job instructor should make periodic **reviews of student progress** cooperatively to help determine when a student is ready for new experiences. These reviews will also help you **anticipate** the on-the-job instructor's needs.

It is important that in addition to making suggestions for improving student training, you recognize the on-the-job instructor's accomplishments and the contributions he or she is making.

Finally, you can assist the on-the-job instructor by providing information on your related instruction. By keeping him or her informed about what you are doing, you ensure that the on-the-job training will be correlated with related classroom instruction and, thus, will be more effective.

One reference you may find useful is the *Handbook for Teachers of Adult Occupational Education*. Although prepared specifically for adult educators, the document is a useful tool for preparing instructors at any level. This inexpensive, easy-to-read text could help you to prepare workshop sessions for on-the-job instructors, or copies could be given to (or purchased by) the instructors to read on their own.

The handbook is designed to answer some of the questions that new instructors might have during their first few weeks of teaching. It gives general teaching suggestions, discusses how to motivate individuals and determine their needs, presents basic do's and don'ts relative to a variety of instructional techniques and instructional aids, and explains the instructor's responsibilities concerning planning, evaluation, and instructional management.

You may wish to view the videotape, "Sponsor Development," from the series on *Coordinating Techniques* by Richardson and Beall, Colorado State University. This videotape shows a teacher-coordinator working with a group of on-the-job instructors to help them understand their roles and responsibilities more fully.

The following items check your comprehension of the material in the information sheet, Developing the Training Ability of On-the-Job Instructors, pp. 6–9. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Explain the importance of having carefully planned sessions for developing the training ability of on-the-job instructors.

2. Which technique or techniques should be used for determining the quality of on-the-job instruction? Defend your response.

3. Why should the development of the training ability of on-the-job instructors continue even after the formal sessions are completed?

4. Explain the procedure for determining the content to be covered in the training sessions you conduct for on-the-job instructors.

5. Explain why employers should be involved in planning the training for on-the-job instructors.

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Without a carefully planned program, the quality of on-the-job instruction will probably not improve. Part of the planning process is the selection of specific topics and activities based on the **identified needs** of the instructors. This planning is vital if improved instructional quality is your goal.

2. There really is no one best technique for determining the quality of the on-the-job instruction being received by students in your program. The best procedure is to use a combination of the following techniques:

   - Observing the on-the-job instructor working with the student during your coordination visits
   - Comparing student progress reports with the training plan
   - Reviewing employers' evaluations of students' on-the-job training
   - Reviewing students' reports of their training experiences
   - Reviewing follow-up studies to obtain graduates' evaluations of their training experiences
   - Discussing the on-the-job training with the on-the-job instructor, the student, and the employer

   Using any or all of these techniques in combination should provide you with adequate and accurate feedback for evaluating the quality of the on-the-job instruction.

3. Problems might, and probably will, arise after the formal sessions have ended. Formal group sessions cover general concerns of interest to a whole group of instructors. However, each on-the-job instructor will have individual needs and unique concerns related to his or her employment situation or to the particular needs and characteristics of the student being trained. These needs and concerns can best be resolved on an individual basis at the time the need arises during the on-the-job training period.

4. There may be some general content that you wish to cover with all new instructors, such as the four-step teaching method. However, the best procedure for selecting what to cover in these sessions is first to identify the needs of the on-the-job instructors by evaluating the quality of the on-the-job instruction. Once these needs have been identified, you can see where there are common areas of need that can be met through training sessions.

5. One very fundamental reason why the employers should be involved is that **their** employees are involved. They have agreed to let you use their firms as training stations, but additional activities you plan involving their personnel should be cleared with the employers first.

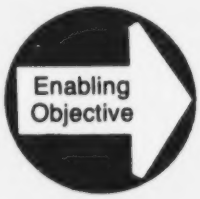
   Other reasons for getting their assistance in making plans are that (1) it makes them feel more involved in and responsible for the cooperative training, (2) they probably know when the best times for training are, and (3) if they help in the planning, they will probably encourage their personnel to attend, thus helping to ensure the success of the training sessions.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Developing the Training Ability of On-the-Job Instructors, pp. 6–9, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW



Given a case script of a teacher-coordinator conferring with a cooperating employer, critique the performance of that teacher-coordinator.

You will be reading the Case Script, p. 16, and critiquing the performance of the teacher-coordinator described.

You will be evaluating your competency in critiquing the teacher-coordinator's performance by comparing your completed critique with the Model Critique, p. 17.

You may wish to observe a teacher-coordinator conducting a conference with training station personnel.

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Read the following case script describing a conference between a teacher-coordinator, Ms. Cash, and a training station employer, Mr. Fuller. Ms. Cash is the teacher-coordinator for a cooperative business and office education program. Because this is a recently established training station, she has been working with the personnel in Mr. Fuller's firm. The following conversation between Ms. Cash and Mr. Fuller took place on her last visit to the training station. As you read, try to determine what Ms. Cash is doing right and what she is doing wrong. At the end of the script are some questions. Using these questions as a guide, **prepare a written critique** of Ms. Cash's performance in working with the on-the-job instructor and his employer and in developing their training ability.

CASE SCRIPT

Ms. Cash:

Mr. Fuller, I really can't understand why your employees are treating my student, Sue, in such a negative manner.

Mr. Fuller:

I told them that Sue was a special employee and they should do all they can to help her become familiar with the company and the office, but there does seem to be a lot of ill feeling toward her.

Ms. Cash:

Have you explained to them that Sue is here as part of a school program?

Mr. Fuller:

No, I thought it best not to make the other employees aware of the school situation.

Ms. Cash:

I really think that they would feel more positive toward Sue and more certain of her role and responsibilities if they understood why she is here. As far as her school association, I stopped in the office last time I was here and had a nice visit with one of the secretaries. She didn't seem to have any negative feelings when I told her that I was a teacher. In fact, I was able to help her with a problem she was having with her word processor that day.

Mr. Fuller:

Well, maybe I should let everybody know exactly what Sue is doing here.

Ms. Cash:

I think Mr. Pope, her on-the-job instructor, might be able to help, since he works closely with Sue now.

Mr. Fuller:

Let's get him in here and see how he feels about it.

Mr. Fuller steps out and asks Mr. Pope to come into his office.

Ms. Cash:

Hello, Mr. Pope.

Mr. Pope:

Hi.

Mr. Fuller:

Jack, Ms. Cash feels we ought to let everybody in the office know that Sue is here as a student; that is to say, to let them know that she is really here to learn. What do you think?

Mr. Pope:

Well, I guess that would be okay.

Ms. Cash:

Great! Oh, by the way, have you had a chance to start Sue on any of the things we went over in the training plan?

Mr. Pope:

Well, I really haven't had the time, but I will get to it soon.

Mr. Fuller:

I have to be at an important meeting in ten minutes. Will you two excuse me?

Ms. Cash:

I guess I should be on my way, too. I'll be back in a couple of weeks, Mr. Pope.

Mr. Pope:

Anytime is fine with me.

Ms. Cash:

Bye!

How adequate do you think Ms. Cash's training of her on-the-job instructors has been to date? How well did she handle the conference? What training needs were identified during the conference? What actions did Ms. Cash take relative to these needs? What additional actions does Ms. Cash need to take to identify the needs of this on-the-job instructor and to resolve those needs?

Compare your written critique of the teacher-coordinator's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Ms. Cash seems to have done very little in the way of developing the training ability of her on-the-job instructors. She has evidently met at least once with Mr. Pope to discuss the training plan, but (1) she does not seem to have involved him in developing it and (2) she obviously did not adequately convince him of the need to follow the plan. In addition, the fact that Ms. Cash says that Mr. Pope "works closely with Sue now" might indicate that this has not always been true and that Ms. Cash has not ensured that Sue has a regular on-the-job instructor to work with.

Ms. Cash has also not conducted any orientation sessions for the company's personnel, nor arranged with the employer to have him orient them. It is probably because of this that the present problem of negativism toward Sue has arisen. Casually chatting with a secretary and helping her with her word processor does not constitute an orientation session.

Ms. Cash could have made Sue's situation much more comfortable for both Sue and the other employees if the employees had been given an explanation of the co-op program and what Sue was expected to accomplish. Many of the negative feelings could have been eliminated had the employees been given an opportunity to ask questions earlier.

She did not handle the conference very well. Her opening statement—that Mr. Fuller's employees were treating her student negatively—could have antagonized Mr. Fuller. Also, she put Mr. Pope on the spot by asking him to admit, in front of his employer, that he had not been following the training plan. She didn't seem very well prepared for the conference. After her first question, she just let the conference meander along with little direction.

A number of training needs were identified, and Ms. Cash did very little to resolve any of them. We know that the on-the-job instructor needs to be made aware of the importance of the training plan. Mr. Pope's responses were brief and vague. The fact that he agreed with Ms. Cash's statements does not, in this case, indicate that he will act accordingly.

Another training need involves the other personnel with whom Sue comes in contact. Ms. Cash indicated that they needed to be told Sue was a student. However, she has not ensured that this will happen since she did not **cooperatively plan** what, how, and when the employees should be told.

It is possible that the on-the-job instructor has other training needs, but Ms. Cash did not draw these out. She talked **at** him and settled for his brief answers without probing further.

When Mr. Fuller excused himself, it would have been an ideal time for Ms. Cash to confer with Mr. Pope about the training situation in more depth, but she let this opportunity go by. The way she handled it, by leaving and indicating she'd be back "in a couple of weeks," was unsatisfactory. If she wasn't going to meet with him concerning the unresolved need right then, she should at least have set up a **definite appointment** for some time in the very near future.

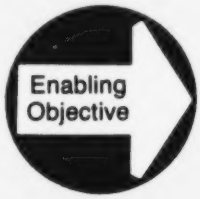
Ms. Cash needs to begin to **plan** her contacts more carefully. She needs to get some concrete feedback on what she should do to help the people involved, directly and indirectly, with Sue's training through (1) carefully planned individual conferences with Sue, Mr. Pope, and others and (2) review of training reports. Using these and other techniques, Ms. Cash needs to identify specific needs and concerns at this (and probably other) training sites. Based on these needs, she can plan to take concrete steps to resolve these concerns and meet these needs.

Level of Performance: Your written critique of the teacher-coordinator's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Developing the Training Ability of On-the-Job Instructors, pp. 6–9, or check with your resource person if necessary.

You may wish to arrange through your resource person to observe an active teacher-coordinator, experienced in working with training station personnel, who is conducting a conference with such personnel. Note especially any training needs identified during the conference and the actions the teacher-coordinator takes relative to these needs.

Learning Experience III

OVERVIEW



Given a case script of a teacher-coordinator conferring with an on-the-job instructor and a student who has an instructional problem, critique the performance of that teacher-coordinator in developing the training ability of the instructor.

You will be reading the Case Script, pp. 20–22, and critiquing the performance of the teacher-coordinator described.

You will be evaluating your competency in critiquing the teacher-coordinator's performance by comparing your completed critique with the Model Critique, pp. 23–24.

The following case script is in two parts. Part I is an interview between a teacher-coordinator, Mr. Chandler, and an on-the-job instructor, Ms. French. Part II is an interview between Mr. Chandler and Mary Lou, the student whose on-the-job instruction is being supervised by Ms. French. Read Parts I and II and try to determine what Mr. Chandler is doing right and what he is doing wrong. At the end of the case script are some questions. Using these questions as a guide, **critique in writing** Mr. Chandler's performance in developing Ms. French's training ability.

CASE SCRIPT

Part I:

Mr. Chandler:

Good afternoon, Ms. French. I certainly appreciated getting your phone call this morning.

Ms. French:

Yes, come in. Won't you have a chair?

Mr. Chandler:

Boy, I was sorry to hear that Mary Lou was having trouble with her filing, but I feel certain that she will catch on if we are able to give her a little more time—and a little more training.

Ms. French:

I don't think that she will **ever** catch on. She is more work than help around here.

Mr. Chandler:

Well, I think what we have to do now is decide as a team what we can do to improve the situation. Do you have a manual or some guidelines that we might use?

Ms. French:

We use a system I devised when I helped Mr. Andrews start the business about five years ago.

Mr. Chandler:

And have you had the opportunity to explain this system to Mary Lou?

Ms. French:

Well, yes. I told her to study the files the first couple of days and then I showed her how to file a few things in the correct place.

Mr. Chandler:

Perhaps, if you would be kind enough to explain your system to me, I could provide Mary Lou with some help in school. Exactly what did you use as a basis for developing your system?

Ms. French:

I used a book we had at business college. It was a very good book.

Mr. Chandler:

What about the other personnel in the office—do they also have filing responsibility?

Ms. French:

Oh, no, no! The files are **my** responsibility and they have nothing to do with them.

Mr. Chandler:

What do you suggest that we might be able to do that would help Mary Lou to overcome her filing problem?

Ms. French:

Well, I guess as you mentioned, I could give her the guidelines that I wrote. Maybe that would help her. Uh, I'll have to see if I can find my copy.

Mr. Chandler:

Good, I hope you can because I think this is the direction in which we need to move. I feel this material will help solve some of the problems. Maybe we can be a little more specific at this point, Ms. French. Exactly what do you see as some of Mary Lou's problems?

Ms. French:

Well, just for example, when I code the materials for her, she can usually file the materials correctly. But, when I ask **her** to do the coding, she can't get anything right.

Mr. Chandler:

Is this a numeric system?

Ms. French:

Yes, right.

Mr. Chandler:

Would you explain the system to me?

Ms. French:

Oh, that might take a little time. It's rather different. We have a code set up so that the numbers mean something to us. If you don't know the coding system, then you can't find any folders in the system.

SOURCE: Adapted from Uthe, *The Cooperative Vocational Program: Coordination Techniques*, 1972.

Mr. Chandler:

Uh huh.

Ms. French:

It's rather difficult.

Mr. Chandler:

Yes, well, what system do you use, then?

Ms. French:

Well, as you said, it's numeric. We have a group of three sets of numbers. The first two numbers are only two digits, and then the second has six digits in it, and the third one has four digits.

Mr. Chandler:

And each of these groups means something special?

Ms. French:

Right! The first group tells us how frequently we make reports for the customer and what type of account it is. The next group of six digits represents three letters of the person's name. The last four digits represent the month and year the customer first came to us.

Mr. Chandler:

I see! That's very interesting. Have you had the opportunity to sit down and explain your coding system and the differences between each group to Mary Lou?

Ms. French:

Oh, yes. We did that the very first day that she was down here. Then I told her to study the files to see how the coding system worked. She seemed to understand. She didn't ask any questions then, and she hasn't asked any since.

Mr. Chandler:

Well, Mary Lou is a shy young lady. I'm sure you must have noticed that in the two weeks she has been with you. This shyness causes Mary Lou to feel that many of her questions may be dumb. I think what we need to do is to encourage her to ask questions.

Ms. French:

I haven't got time to encourage people to ask questions! She should know enough to ask questions when she isn't sure what to do.

Mr. Chandler:

I agree with you, but I think we have to remember the situation that Mary Lou's been placed in. She is a beginning worker, with very little experience in a business office. She has only been down here for two weeks, and I'm sure she is a little afraid of the whole situation. We, as a team, need to do all we can to make her feel comfortable and to assist her with this adjustment.

Ms. French:

I suppose so. She is very new and very young. Maybe I could do a little more to help her.

Mr. Chandler:

I'm certain that she would appreciate your assistance. Also, if you could give Mary Lou a written explanation of your filing system, we could study it at school. That should help her performance on the job.

Ms. French:

That sounds good. I'll have to see if I can find a copy of the guidelines for her. After she studies them with your guidance, then maybe I can go over them with her again, too.

Mr. Chandler:

Good, good! I think this is the right approach and I think it will solve the problem. Let's give it a try. Get the materials to Mary Lou, and you and I can both work with her on them. Then I'll be back in a couple of weeks so we can get together, compare notes, and see what kind of progress is being made.

Ms. French:

Fine.

Part II:

Mr. Chandler:

Hi, Mary Lou. How is my favorite secretary today?

Mary Lou:

Well, I'm doing okay, I guess. When did you get in?

Mr. Chandler:

Oh, I got here a few minutes ago. I've been upstairs chatting with Ms. French.

Mary Lou:

Oh, uhh, did Ms. French tell you about my filing?

Mr. Chandler:

Yes, we discussed it at some length. She said that she had some materials she could give you that would explain the filing system.

Mary Lou:

Yeah, she just brought them down to me a few minutes ago. She said I could study them this weekend and then, on Monday, we could go over them together.

Mr. Chandler:

This might be a good opportunity for us to get a head start on this problem. Why don't you bring these materials to class on Monday. Then, we can sit down together, go over them, and see if we can iron out any of the problems you encountered or questions you may have.

Mary Lou:

That'd probably be a good idea. I hope I learn something. I can't file now, and I don't seem to get too much help from her.

Mr. Chandler:

Do you ask questions when you run into problems?

Mary Lou:

Well, no. She always makes me feel like I'm in the way when I ask questions.

Mr. Chandler:

Do you think you may be asking too many questions? Sometimes this bothers supervisors.

Mary Lou:

Well, maybe I do. It seems like I ask a lot of dumb questions.

Mr. Chandler:

I'm sure they're not dumb. If the answers to those questions are necessary for you to perform effectively in your job, then you have no choice but to ask. Let's hope these materials she brought down will solve some of the problems.

Mary Lou:

I hope so. I kinda think I'll never ever make a good secretary.

Mr. Chandler:

Oh, now don't say that. You didn't expect to come right down here and set the world on fire, did you? This is a training station. You are down here to learn, and no one can catch on to this job in just two weeks working part-time. Let's not give up; let's keep working at it. Finish out today, have a good weekend, and we'll see you in school on Monday. Be sure to bring those materials, and we'll work on them in class.

Mary Lou:

Okay, I will. I'll see you later.

How adequate do you think Mr. Chandler's previous preparation of Ms. French to be an on-the-job instructor has been? What should he have done? How well did Mr. Chandler perform in conferring with Ms. French and Mary Lou? Did he do a good job in identifying the problem? What has Mr. Chandler done to solve the problem? Is his solution adequate? What additional help does he need to provide, and how can he provide it? Once he has provided the necessary assistance, what additional steps does Mr. Chandler need to take?

Compare your written critique of the teacher-coordinator's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Chandler does not seem to have spent time preparing Ms. French for her role as on-the-job instructor. Judging from the conversation, there is no evidence that he had spoken to her previously about training techniques or about Mary Lou's special needs. If Mary Lou is painfully shy or has a negative self-concept, Ms. French should have been made aware of this.

Further, Mr. Chandler does not seem to have been aware of Ms. French's capabilities as an instructor prior to this conference. It is admittedly early in the training period (two weeks), but there are a number of things Mr. Chandler could have done before this conference. For example, if this training station or this instructor has been involved in the co-op program previously, he could have checked for follow-up studies that contain information on that training station.

In addition, he should have been aware of this filing problem without Ms. French having to call him to complain. The problem should have been identified through training reports, observations, evaluations, or conferences with Ms. French or Mary Lou. Then, the problem should have been handled immediately.

Mr. Chandler handled both conferences fairly well. He was positive in his approach, kind, and supportive. He kept asking good, well-directed questions until he had gotten the information he needed to identify and deal with the problem. Perhaps he could have encouraged Ms. French to play a more active part in suggesting solutions. However, he did an excellent job of making her feel involved in the decision-making process.

He was careful to refer to "we" and "you and I as a team." He did not dictate to her or try to make her feel she was failing. Likewise, with Mary Lou, he was supportive of her efforts and did not criticize her inability to master the filing system. He was very competent at making both Ms. French and Mary Lou feel they were part of a team effort.

The problem Mr. Chandler identified is that Mary Lou is having difficulty mastering the filing system. This problem seems to part of a larger problem, however. Evidently, the reason (or part of the reason) that Mary Lou is having difficulty with the filing system is that she has not been given adequate instruction.

During the conference between Ms. French and Mr. Chandler, Ms. French showed a distinct reluctance to explain the system. Mr. Chandler had to keep prodding her to explain, and when she finally did explain, her explanation was brief and a bit unclear. Also, her response to his question about whether other people had filing responsibility was **very** strong: "Oh, no, no! The files are **my** responsibility, and they have nothing to do with them." It almost sounds as if she is very protective of **her** turf and unwilling to share either responsibilities or information.

Mary Lou may be at fault for failing to ask questions; more likely, however, Ms. French's attitudes may be preventing Mary Lou from asking questions. If Ms. French is to be an effective on-the-job instructor, these attitudes must be changed or at least modified.

Mr. Chandler's approach to solving the problem was to get Ms. French to give Mary Lou a written explanation of the filing system, which he could then use to help Mary Lou in class. (He probably should have asked for a copy for himself.) This helps solve the surface problem, but it does not clear up the deeper problem. Ms. French seems to view Mary Lou as just another beginning worker, one who is not doing a very good job of filing. Ms. French needs to be reminded of her training function. Mr. Chandler gently hinted about some of the things she should be doing with Mary Lou, but more is needed.

Mr. Chandler needs somehow to help Ms. French develop her training ability. If other on-the-job instructors are having similar problems, Mr. Chandler

could hold a workshop. If not, he needs to work individually with Ms. French. He needs to make sure Ms. French understands that Mary Lou is a trainee who needs her help in learning the job.

In addition, he should explain the four-step teaching method to Ms. French. The four-step method is brief, straightforward, and simple. If Ms. French can be made to see its value, using it would solve most of the shortcomings in her present approach with Mary Lou.

Whichever approach Mr. Chandler takes in working with Ms. French, he needs to continue to stress the fact that he and Ms. French are a **team**. It is vital that he not dictate to Ms. French or make her feel he thinks he is her boss.

There are additional steps Mr. Chandler needs to take after he has dealt with this initial problem. He needs to conduct regular follow-up conferences and observations to make sure the problem has been solved and to identify and solve future problems that may arise.

Level of Performance: Your written critique of the teacher-coordinator's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Developing the Training Ability of On-the-Job Instructors, pp. 6–9, or check with your resource person if necessary.

Learning Experience IV

FINAL EXPERIENCE

While serving as a teacher-coordinator in an **actual teaching situation,*** develop the training ability of on-the-job instructors.

As part of your duties as a teacher-coordinator, develop the training ability of on-the-job instructors. This will include—

- orienting training station personnel to program objectives, the training plan, and their individual responsibilities
- evaluating the on-the-job training received by students
- providing assistance to on-the-job instructors as the need arises, either through individual assistance or through workshops

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance to have your resource person review your documentation and, if possible, observe at least one instance in which you are providing assistance to on-the-job instructors.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in developing the training ability of on-the-job instructors.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Develop the Training Ability of On-the-Job Instructors (J-6)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
Initially, the teacher-coordinator:						
1. set up a preliminary conference to orient on-the-job instructors and others to the objectives of the co-op program	☐	☐	☐	☐	☐	☐
2. involved the employer in the orientation process	☐	☐	☐	☐	☐	☐
3. encouraged the instructors and employees to ask questions during orientation	☐	☐	☐	☐	☐	☐
4. explained to each on-the-job instructor what his or her responsibilities are, including:						
a. responsibilities to the student	☐	☐	☐	☐	☐	☐
b. responsibilities involving the teacher-coordinator	☐	☐	☐	☐	☐	☐
c. responsibilities to the co-op program	☐	☐	☐	☐	☐	☐
5. identified the specific types of individual and group assistance needed by the on-the-job instructors by carefully reviewing:						
a. available follow-up studies	☐	☐	☐	☐	☐	☐
b. on-the-job evaluations	☐	☐	☐	☐	☐	☐
c. on-the-job training reports	☐	☐	☐	☐	☐	☐
d. results of on-the-job observations made	☐	☐	☐	☐	☐	☐
e. results of on-the-job conferences held	☐	☐	☐	☐	☐	☐
During the student's training period, the teacher-coordinator:						
6. involved each on-the-job instructor in developing the training plan for the student he or she is responsible for training	☐	☐	☐	☐	☐	☐
7. helped each on-the-job instructor develop or obtain the needed instructional materials	☐	☐	☐	☐	☐	☐
8. interpreted school policies for the on-the-job instructors	☐	☐	☐	☐	☐	☐
9. suggested possible training experiences to the on-the-job instructors if needed	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
10. provided assistance to each instructor based on individual needs, either through individual conferences or through carefully planned workshops	☐	☐	☐	☐	☐	☐
11. provided each instructor with needed information concerning the content being covered in related instruction	☐	☐	☐	☐	☐	☐
12. provided instructors with recognition for their accomplishments and contributions	☐	☐	☐	☐	☐	☐
If a workshop was held, the teacher-coordinator:						
13. consulted with the employers in planning the workshop	☐	☐	☐	☐	☐	☐
14. held the workshop at an appropriate and convenient time	☐	☐	☐	☐	☐	☐
15. used effective instructional materials and techniques, involving resource persons if appropriate	☐	☐	☐	☐	☐	☐
16. evaluated the workshop's effectiveness	☐	☐	☐	☐	☐	☐
17. followed up to see if instructors were practicing what had been covered in the workshop	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

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